

2005-2006 TCAP-ALT



FORMS PACKET

TCAP-Alt Participation Guidelines

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2005-2006
TCAP-ALT Participation Guidelines
 (Addendum to the IEP)

Student: _____ **Assigned Grade Level:** _____ **Date:** _____
 To participate in the Alternate Assessment, the student must have a current IEP and documentation to support all of the criteria listed below.

SECTION I

YES	NO	CHECK YES OR NO AND DOCUMENT BELOW
<input type="checkbox"/>	<input type="checkbox"/>	<p>Note: The school psychologist should provide or review information regarding student evaluation and initial the document in the space indicated.</p> <p>The student demonstrates cognitive ability and adaptive skills, which prevent full involvement and completion of the state approved content standards even with program modifications.</p> <p>Cognitive Ability Test: _____ Date: _____</p> <p>Total Battery Score: _____</p> <p>Highest Component Score: _____ Area: _____</p> <p>Lowest Component Score: _____ Area: _____</p> <p>Adaptive Behavior Skills Assessment: _____ Date: _____</p> <p>Total Battery Score: _____</p> <p>Highest Component Score: _____ Area: _____ Psychologist's Initials: _____</p> <p>Lowest Component Score: _____ Area: _____</p> <hr/> <p>If documentation in one of the requested areas is unavailable, explanation for participation in TCAP-Alt must be documented in the spaces provided below.</p> <p>_____</p> <p>_____</p>
<input type="checkbox"/>	<input type="checkbox"/>	The student requires intensive, frequent individualized instruction in a variety of settings including school, community, home, or the workplace to acquire, maintain, and generalize functional academics and life skills.
<input type="checkbox"/>	<input type="checkbox"/>	There are historical data (current and longitudinal across multiple settings) that confirm the individual student criteria listed above.
<input type="checkbox"/>	<input type="checkbox"/>	<p style="text-align: center;">STUDENT SAFEGUARDS</p> <p>The following conditions have been <u>ruled out</u> as primary justification for not participating in the general Tennessee Comprehensive Assessment Program (TCAP), even with extensive accommodations and modifications:</p> <ul style="list-style-type: none"> • excessive or extended absences, • sensory impairments, • emotional-behavioral disabilities, • specific learning disabilities, • language impairment, • other health impairment • limited English proficiency, or • social, cultural, and economic differences. <p><input type="checkbox"/> <input type="checkbox"/> The decision for TCAP-Alt participation is based on the needs of the student. <u>It is not based upon anticipated impact on system/school performance scores.</u></p> <p><input type="checkbox"/> <input type="checkbox"/> The decision for TCAP-Alt participation is an IEP TEAM DECISION based on the needs of the student. <u>It is not an administrative decision.</u></p>
<input type="checkbox"/>	<input type="checkbox"/>	<p style="text-align: center;">FOR A STUDENT 14 YEARS OF AGE OR OLDER</p> <p>The student is unable to complete a state approved high school diploma program, even with extended learning opportunities and/or accommodations.</p>

If the answer to any Section I question is NO--STOP HERE.
 This student does not meet criteria for participation in the Alternate Assessment.

If ALL the answers to Section I are YES--PROCEED to Section

Student: _____ Assigned Grade Level: _____ Date: _____

SECTION II

Guidelines for Determining Participation in TCAP-Alt PA or Out-of-Level Assessment

The Portfolio Assessment has been designed to measure academic progress of students with the most significant cognitive and adaptive disabilities. Based on alternate achievement standards, Proficient and Advanced scores on the TCAP-Alt PA may be included in AYP calculations.

While the use of out-of-level assessments is an option under TCAP-Alt for 2005-2006, **the IEP Team must be aware that out-of-level assessment scores will automatically be counted as "Below Proficient" and the student as a "Non-Participant" for AYP purposes.** The IEP Team must carefully consider if the student is able to meaningfully participate in the out-of-level assessment. The out-of-level assessment chosen must represent challenging academic goals for the student. Administration of an assessment that is below the ability level of the student is an inappropriate use of this option.

Check all that apply.

- ☐ IEP Team Members agree that the student meets participation guidelines for the TN Alternate Assessment.
- ☐ The student's participation in the TN Alternate Assessment is documented and justified annually on the IEP.

The IEP Team has determined that the student will participate in:

- ☐ TCAP-Alt: PA (Check Content Areas for Assessment)
- ☐ English/Language Arts (includes Writing in Grades 5 and 8) ☐ Mathematics ☐ Science ☐ Social Studies
- ☐ Writing (Grade 11)
- ☐ YES ☐ NO Multimedia Permission Form Signed by the Parent
- ☐ TCAP-Alt Out-of-Level
- ☐ TCAP-Alt Writing Assessment (Grades 5, 8) – For use by students participating in Out-of-Level option only.
- ☐ TCAP-Alt Writing Assessment (Grade 11) – For use by 11th grade students not participating in Portfolio Assessment (may count towards AYP calculations).

YES	NO	If the student is participating in the Out-of-Level option, complete the following information.
<input type="checkbox"/>	<input type="checkbox"/>	Based on criterion-referenced or norm-referenced assessments, the student's <u>instructional reading level</u> measures at least pre-kindergarten/readiness skills level <ul style="list-style-type: none"> • Test: _____ Date: _____ • Instructional Reading Level: _____
<input type="checkbox"/>	<input type="checkbox"/>	IEP Team is in agreement that out-of-level assessment is the most appropriate option for the student. The IEP Team agrees that the out-of-level assessment chosen represents challenging academic goals for the student..

If the answers to both SECTION II questions are YES, the student may participate in the TCAP-Alt Out-of-Level Assessment if the IEP Team feels this to be the most appropriate option for the student.

IEP TEAM MEMBERS:

Signature

Position

SCHOOL PRINCIPAL:

Signature: _____

Note: The school principal does not need to be in attendance when this form is completed; however, his/her review and signature are required for completion.

TCAP-Alt Participation Guidelines
MULTIMEDIA PERMISSION FORM

Date: _____

I give my permission for the _____ School to take pictures,
video or audiotape of my son or daughter _____
during the 2005-2006 school year.

I understand that this will be included in my son's or daughter's State
Assessment and will be used for educational purposes only. Any reproduction of
my son's or daughter's assessment for state scoring training will require that all
identifying information be removed.

Signature of Parent/Caregiver

Table of Contents

Student Name: _____

DOB: _____ **Assigned Grade Level:** _____

School: _____

Page Number

Schedule (give page number(s) of location).....

**Sample of Student's Mode of Communication
and Instructional Adaptations.....**

Portfolio Validation.....

Entry #1: English / Language Arts.....

Entry #2: Mathematics.....

Entry #3: Science.....

Entry #4: Social Studies.....

Comments: _____

PORTFOLIO VALIDATION

We, the undersigned, participated actively in either the planning, monitoring or evaluation of the instructional programming designed to meet the specified standards of the TCAP-Alt.

Instructional Team Signatures

Parent: _____

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

READING/LANGUAGE ARTS ENTRY TABLE OF CONTENTS

* Refer to TCAP-Alt Teacher’s Manual for detailed information regarding content standards and alternate learning expectations

EVIDENCE INCLUDED IN THIS ENTRY

PROCESS & CONTENT STANDARDS EVIDENCED: (Check all Curriculum Standards evidenced within this entry)

☐ writing

☐ elements of language

☐ reading

☐ Check here if age appropriate materials and activities are shown throughout this portfolio.

List Alternate Performance Indicators evidenced in this entry: (Numbers corresponding to Alternate Performance Indicators may be used. E.g., R.1.3)	List activities corresponding to the Alternate Performance Indicators evidenced in this entry.
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Directions: List pages numbers to indicate where the following types of evidence are located in this entry.

	DATA PERIOD 1	DATA PERIOD 2
<u>CHOICE</u>	pages	pages
Chooses within or among activities	_____	_____
<u>SUPPORTS</u>		
Special Education Teacher/Assistant support	_____	_____
Peer tutor support	_____	_____
Natural support	_____	_____
<u>SETTINGS</u> (List settings and give page numbers for evidence)		
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
<u>PEER INTERACTIONS</u>	_____	_____

Student Name: _____

DOB: _____ Grade: _____

MATH ENTRY TABLE OF CONTENTS

** Refer to TCAP-Alt Teacher's Manual for detailed information regarding content standards and alternate learning expectations*

EVIDENCE INCLUDED IN THIS ENTRY

PROCESS & CONTENT STANDARDS EVIDENCED: (Check all Curriculum Standards evidenced within this entry)

- | | | |
|---|--|-----------------------------------|
| <input type="checkbox"/> numbers and operations | <input type="checkbox"/> measurement | <input type="checkbox"/> geometry |
| <input type="checkbox"/> algebra | <input type="checkbox"/> data analysis and probability | |

☐ Check here if age appropriate materials and activities are shown throughout this portfolio.

List Alternate Performance Indicators evidenced in this entry:
(Numbers corresponding to Alternate Performance Indicators may be used. E.g., R.1.3)

1. _____
2. _____
3. _____

List activities corresponding to the Alternate Performance Indicators evidenced in this entry.

1. _____
2. _____
3. _____

Directions: List pages numbers to indicate where the following types of evidence are located in this entry.

	DATA PERIOD 1	DATA PERIOD 2
<u>CHOICE</u>	pages	pages
Chooses within or among activities	_____	_____
<u>SUPPORTS</u>		
Special Education Teacher/Assistant support	_____	_____
Peer tutor support	_____	_____
Natural support	_____	_____
<u>SETTINGS</u> (List settings and give page numbers for evidence)		
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

Student Name: _____

DOB: _____ Grade: _____

SCIENCE ENTRY TABLE OF CONTENTS

** Refer to TCAP-Alt Teacher's Manual for detailed information regarding content standards and alternate learning expectations*

EVIDENCE INCLUDED IN THIS ENTRY

PROCESS & CONTENT STANDARDS EVIDENCED: (Check all Curriculum Standards evidenced within this entry)

☐ life science ☐ earth and space science ☐ physical science

☐ Check here if age appropriate materials and activities are shown throughout this portfolio.

List Alternate Performance Indicators evidenced in this entry:
(Numbers corresponding to Alternate Performance Indicators may be used. E.g., R.1.3)

1. _____
2. _____
3. _____

List activities corresponding to the Alternate Performance Indicators evidenced in this entry.

1. _____
2. _____
3. _____

Directions: List pages numbers to indicate where the following types of evidence are located in this entry.

	DATA PERIOD 1	DATA PERIOD 2
<u>CHOICE</u>	pages	pages
Chooses within or among activities	_____	_____
<u>SUPPORTS</u>		
Special Education Teacher/Assistant support	_____	_____
Peer tutor support	_____	_____
Natural support	_____	_____
<u>SETTINGS</u> (List settings and give page numbers for evidence)		
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
<u>PEER INTERACTIONS</u>	_____	_____

SOCIAL STUDIES ENTRY TABLE OF CONTENTS

** Refer to TCAP-Alt Teacher's Manual for detailed information regarding content standards and alternate learning expectations*

EVIDENCE INCLUDED IN THIS ENTRY

PROCESS & CONTENT STANDARDS EVIDENCED: (Check all Curriculum Standards evidenced within this entry)

- | | | |
|------------------------------------|------------------------------------|---|
| <input type="checkbox"/> history | <input type="checkbox"/> economics | <input type="checkbox"/> governance & civics |
| <input type="checkbox"/> geography | <input type="checkbox"/> culture | <input type="checkbox"/> individuals, groups, interaction |

☐ Check here if age appropriate materials and activities are shown throughout this portfolio.

List Alternate Performance Indicators evidenced in this entry:
(Numbers corresponding to Alternate Performance Indicators may be used. E.g., R.1.3)

1. _____
2. _____
3. _____

List activities corresponding to the Alternate Performance Indicators evidenced in this entry.

1. _____
2. _____
3. _____

Directions: List page numbers to indicate where the following types of evidence are located in this entry.

	DATA PERIOD 1	DATA PERIOD 2
<u>CHOICE</u>	pages	pages
Chooses within or among activities	_____	_____
<u>SUPPORTS</u>		
Special Education Teacher/Assistant support	_____	_____
Peer tutor support	_____	_____
Natural support	_____	_____
<u>SETTINGS</u> (List settings and give page numbers for evidence)		
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
<u>PEER INTERACTIONS</u>	_____	_____

TCAP-Alt Evidence Sheet

Student Name: _____ Grade Level: _____ Date: _____

Content Area Assessed (Circle One): Reading/Language Arts Math Science Social Studies

Content Area Standard Assessed: _____ Alternate Learning Expectation: _____

Alternate Performance Indicator _____

Learning Activity

The Activity I will work on today is (Description of activity i.e., pictures/symbols, student description, teacher description):

Choices

I had a choice in (choices within the activity):

- | | |
|--|---|
| <input type="checkbox"/> What materials | <input type="checkbox"/> Who to work with |
| <input type="checkbox"/> What reward for completing activity | <input type="checkbox"/> When/where to work on the activity |

Settings

I will work on this skill in (input student's schedule)

Supports

I worked with a...

General Education Teacher Assistant Other School Personnel Peer

Signatures and positions: _____, _____, _____

Peer Interactions

Type of Interaction: (Group assignment, peer supports, etc.)

I worked with a...

General Education Peer
Signatures and Grade level

_____, _____, _____

Lesson Plan (For Planning Purposes Only)

Teacher:

Date:

Alternate Learning Expectation:

Content Area:

Lesson Includes:

Data Period:

☐ 1

☐ 2

☐ Related Choices

☐ Natural Support

Who? _____

Performance Indicator:

☐ Natural Support

Activity:

☐ Non-disabled Peer Interaction

Grade Level? _____

Supplies:

☐ Age Appropriate Activities

☐ Content Area Related Activities

Setting:

☐ General Ed. Class

☐ Office

☐ P.E. Class

☐ Guidance

☐ Library

☐ Special Ed. Class

☐ Computer

☐ Cafeteria

☐ Assembly

☐ Hallway

☐ Fieldtrip

☐ Music

☐ Art

☐ Other (specify) _____

Time

Procedures Followed:

Introduction:

Review of previously taught material/lesson connections:

Activities:

Lesson Review/Re-teach:

Adaptations:

Assistive Technology

Assessment:

Student: _____ Activity: _____

Content Standard: _____

Alternate Learning Expectation: _____

Alternate Performance Indicator: _____

Choice: _____

Graphing of Student Progress

[illegible]

Settings and Codes

Computer – C

Music – M

Guidance – G

Art – A

Classroom – CR

Library – L

Speech – S

PE – PE

Recess – R

Lunch – Lu

Hallway – H

Prompts

V – Full Verbal

PV – Partial Verbal

M – Model

PM – Partial Model

P – Full Physical

PP – Partial Physical

How I Did

+: Correct

–: Incorrect

NR: No Response

P: Prompt

Student: _____ Activity: _____

Content Standard: _____

Alternate Learning Expectation: _____

Alternate Performance Indicator: _____

Choice: _____

Graphing of Student Progress

date																			
Completed in Office																			
Completed in Hallway																			
Completed in Gen. Ed. Class																			
Completed in Sp. Ed Class																			
Inclusion (Y/N)																			
Setting Code																			
Peer Support (Initial)																			
Natural Support (Initial)																			

Data Period 1

Data Period 2

Settings and Codes

- Computer – C
- Music – M
- Guidance – G
- Art – A
- Classroom – CR
- Library – L
- Speech – S
- PE – PE
- Recess – R
- Lunch – Lu
- Hallway – H

Prompts

- V – Full Verbal
- PV – Partial Verbal
- M – Model
- PM – Partial Model
- P – Full Physical
- PP – Partial Physical

How I Did

- +: Correct
- : Incorrect
- NR: No Response
- P: Prompt

Student: _____ Activity: _____

Content Standard: _____

Alternate Learning Expectation: _____

Alternate Performance Indicator: _____

Choice: _____

Graphing of Student Progress

date																			
Step 10																			
Step 9																			
Step 8																			
Step 7																			
Step 6																			
Step 5																			
Step 4																			
Step 3																			
Step 2																			
Step 1																			
Inclusion (Y/N)																			
Setting Code																			
Peer Support (Initial)																			
Natural Support (Initial)																			

Data Period 1

Data Period 2

Settings and Codes

Computer – C
Music – M
Guidance – G
Art – A
Classroom – CR
Library – L

Speech – S
PE – PE
Recess – R
Lunch – Lu
Hallway – H

Prompts

V – Full Verbal
PV – Partial Verbal
M – Model
PM – Partial Model
P – Full Physical
PP – Partial Physical

How I Did

+: Correct
–: Incorrect
NR: No Response
P: Prompt